**Norms of Collaboration Inventory**

from *The Adaptive School: A Sourcebook for Developing Collaborative Groups* by Robert J. Garmston and Bruce Wellman, Christopher-Gordon, Norwood, MA: 1999.

| **Norm** | **Rarely** | **Occasionally** | **Frequently** |
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| 1. **Pausing** |  |  |  |
| * Listens attentively to others’ ideas with mind and body |  |  |  |
| * Allows time for thought after asking a question or making a response (3-5 sec) |  |  |  |
| * Waits until others have finished before entering the conversation |  |  |  |
| 1. **Paraphrasing** |  |  |  |
| * Uses paraphrases that acknowledge and clarify content and emotions. “So you’re concerned about … “ |  |  |  |
| * Uses paraphrases that summarize and organize. “We all seem to be concerned about … “ |  |  |  |
| * Uses paraphrases that shift a conversation to different levels of abstraction. “So a major goal here is too …” |  |  |  |
| * Uses nonverbal communication in paraphrasing. |  |  |  |
| 1. **Probing for specificity** |  |  |  |
| * Seeks agreement on what words mean |  |  |  |
| * Asks questions to clarify facts, ideas, stories |  |  |  |
| * Asks questions to clarify explanations, implications, consequences |  |  |  |
| * Asks questions to surface assumptions, points of view, beliefs, values |  |  |  |
| 1. **Putting Ideas on the Table and Pulling Them Off** |  |  |  |
| * States intention of communication. “Here is an idea for consideration.“ |  |  |  |
| * Reveals all relevant information |  |  |  |
| * Considers intended communication for relevance and appropriateness before speaking |  |  |  |
| * Provides facts, inferences, ideas, opinions, suggestions |  |  |  |
| * Explains reasons behind statements, questions, and actions. “This is not an advocacy, I am just thinking out loud.” |  |  |  |
| * Removes, or announces the modification of, own ideas, opinions, points of view. “I think this idea is blocking us, let’s move on to other possibilities.” |  |  |  |
| 1. **Paying Attention to Self and Others** |  |  |  |
| * Maintains awareness of own thoughts and feelings while having them |  |  |  |
| * Maintains awareness of others’ voice patterns, nonverbal communications, and use of physical space |  |  |  |
| * Maintains awareness of group’s tasks, mood, and relevance of own and others’ contributions |  |  |  |
| * 1. **Presuming Positive Intentions** |  |  |  |
| * Acts as if others mean well |  |  |  |
| * Restrains impulsivity triggered by own emotional responses |  |  |  |
| * Use positive presuppositions when responding to an inquiring of others. “I assume you might think differently. What are your ideas?” |  |  |  |
| * 1. **Pursuing a Balance Between Advocacy and Inquiry** |  |  |  |
| * Advocates for own ideas and inquires into the ideas of others. “Do you see any flaws in my reasoning?” |  |  |  |
| * Acts to provide equitable opportunities for participation. “In what ways do you see it differently?” |  |  |  |
| * Presents rationale for positions, including assumption, facts, and feelings. “This is the data I have. This is what I think it means.” |  |  |  |
| * Disagrees respectfully and openly with ideas and offers rationale for disagreement. “I am seeing this from the point of view of …” |  |  |  |
| * Inquires of others about their reasons for reaching and occupying a position. “Can you help me understand your thinking here?’ |  |  |  |